

# Tottenham Green Community Nursery

1 Philip Lane, LONDON, N15 4JA



## Inspection date

Previous inspection date

12 February 2015

18 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching outdoors is variable at times compared to indoors. This is because staff do not always interact with children effectively to promote their engagement in purposeful play.
- Staff do not plan consistent learning opportunities that focus on helping older children to develop their social skills, build relationships with one another and learn to share.
- Children who speak English as an additional language have limited access to multilingual books and resources to extend their communication and language abilities.
- Children do not have easy access to technology-based resources and toys. This limits their opportunities to extend their knowledge of this area.

### It has the following strengths

- Staff provide suitable opportunities for children to develop early writing skills, which they enjoy. This supports children's preparation for going to school.
- Staff plan daily routines in a way that sufficiently promotes children's independence. As a result, children learn to manage their own personal needs well.
- The management have improved partnerships with parents and other professionals since the last inspection. There is now a unified approach to support children's learning and development.
- All previous actions have now been suitably addressed by the management and staff team. The use of a suitable self-evaluation process means they are able to identify areas to develop and implement improvement plans.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop staff teaching skills in order to consistently promote children's engagement in learning outside
- provide suitable learning opportunities for children to develop their personal, social and emotional skills, in particular for older children, in order to help them learn to form positive relationships with others.

### To further improve the quality of the early years provision the provider should:

- extend the range of multilingual resources to help children who are learning to speak English as an additional language improve their communication and language abilities
- offer children easy access to technology-based resources to further enhance their understanding of this area.

## Inspection activities

- The inspector had a tour of the setting with the deputy manager.
- The inspector took account of the views of the parents.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed children play and activities inside and outside.
- The inspector held a longer meeting with the management team and sampled required documentation, including staff qualifications, suitability records and children's learning files.

## Inspector

Carolina Montesinos

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Overall, teaching practice is variable at times, particularly during outdoor play. Therefore, children do not benefit from the interaction they receive from staff compared to indoors. Nevertheless, children access a suitable range of activities and resources to help promote their learning. However, staff provide fewer opportunities for children to explore technology-based resources to extend their learning. Furthermore, there are limited resources, such as multilingual books and posters, to further support children who are learning to speak English as an additional language. Despite this, staff know children well and carry out regular assessments of their learning. Staff generally extend activities, for example, by encouraging children to retell stories. They know how to sufficiently identify and manage concerns about children's learning and development. Consequently, most children make suitable progress from their starting point on entry.

### **The contribution of the early years provision to the well-being of children requires improvement**

Most children separate readily from their main carer and staff adequately support children who find it upsetting, by guiding them towards activities they enjoy. Staff implement a suitable key-person system. Most children display suitable behaviour for their age. However, staff do not always support older children who find it difficult to play cooperatively together. This leads to some confrontational behaviour, particularly around sharing. Children generally have free choice to play inside or outside. They enjoy large movement activities and benefit from daily fresh air and exercise. Staff provide balanced meals and snack as part of their healthy eating policy. Children generally demonstrate confidence in serving themselves at mealtimes and managing their own personal hygiene needs. This helps children gain key skills for future learning. Staff conduct daily checks of the premises and supervise children well. They are aware of the processes for reporting any welfare concerns and who to contact in order to protect children from potential harm.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The manager has a sound understanding of her role and responsibilities to safeguard the children. Consequently, she implements suitable recruitment procedures as well as staff induction and ongoing supervisions to help ensure the ongoing suitability of all staff. The manager adequately monitors written records of children's learning and uses peer observations to adequately promote teaching practice. However, some staff practice is weak and does not consistently provide quality learning experiences for children. Staff share relevant information with parents about their children through verbal feedback and written profiles. The staff make suitable links with the local primary schools. This effectively supports children as they get ready for their move to full-time education.

## Setting details

<b>Unique reference number</b>	140454
<b>Local authority</b>	Haringey
<b>Inspection number</b>	992621
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Tottenham Green Community Nursery Committee
<b>Date of previous inspection</b>	18 September 2014
<b>Telephone number</b>	0208 808-5142

Tottenham Green Community Nursery registered in 1984. The nursery is located in Tottenham. It is open each weekday from 8am to 6pm, during term-time only. The provider receives funding for the provision of free early education for three and four-year-old children. The staff care for children who are learning to speak English as an additional language. There are nine members of staff including the manager; all of them hold relevant early years qualifications, including one at level 6 and eight at level 3.

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